



Action plan for: PE

2018 – 2019

Subject Vision (Intent, Implementation, Impact):

At Ferndale our intention is to provide a high-quality physical education curriculum offering a broad range of sporting opportunities to inspire children to become physically confident in a way which supports their health and fitness. Participation in competitive sports and other physical activities builds character as well as helping to embed values such as fairness, respect, determination and resilience. Weekly physical education lessons from a dedicated PE coach are supported by a range of other daily class and whole school activities to ensure a regular level of physical activity for all pupils at Ferndale. We are continuing to broaden the range of sports offered to pupils in physical education lessons as well as the range of after school sports clubs available.

What needs to happen to ensure correct coverage, creative lessons, age expected attainment and clear progression between year groups?	When will it happen?			What is needed to make it happen?	Who will make it happen?	How will the subject coordinator check it is happening?
Objective (taken from SDP)	Milestone 1- (end of term 2)	Milestone 2 (end of term 4)	Milestone 3 (end of term 6)	Cost/ Resource	Responsibility	Monitoring (evidence to be collated in subject coordinator file)
Improve attendance in PE lessons by ensuring all children have the required and appropriate kit with them to participate safely in all weathers.	Teachers to communicate a reminder to all pupils the day before PE lessons. Regular reminder message to be communicated to all parents through the school newsletter, specifying the required kit needed.	Assess levels of participation. Continue communication to parents through newsletters. Embedded the importance of attendance through parent evenings.	Identify the impact.	Newsletter reminders Attendance recording sheet	Teachers. Sports coach.	Non-participation records to be assessed by PE coordinator and PE coach termly.

	Non-participation register to be taken ahead of lessons.	All teachers to be proactively challenging non-participation.				
To ensure that each curriculum area has a clear statement of intent and implementation and that impact can be clearly demonstrated.	Vision statement to be written and linked into subject leaders' action plans. Vision statements to be shared on school website.		Review the impact of the vision statement including use of pupil voice.		Subject co-ordinator	Vision statements Pupil voice – children's views on PE lessons. Subject monitoring
Develop termly plans to ensure a broad and exciting curriculum for all pupils.	Assess range of sports offered and plan for rest of year. A breakdown of the learning objectives to be assessed for each year group to identify any gaps in the non-physical areas of the PE curriculum.	Review plans. Introduction of additional sporting activities – dance with specialist dance teacher to teach in line with current class topics.	Review plans.		PE coach and PE coordinator.	Planning.
Raise the profile of physical activity across the school, including community links.	Promote the 'Ferndale Run' to encourage all classes to participate daily. Demonstrate the 'Go Noodle' activity and share examples to	Investigate opportunities to bring in sports people to inspire the children through activities and assemblies.	Pupil voice. Broaden range of sporting activities offered during Sports Week by targetting local clubs to support the initiative.	Membership of Swindon Schools Sports Group - £300 PE coach to run 'Wake & Shake' - £	PE coordinator and PE coach. Go Noodle – LC. Healthy Schools Award – SP.	Pupil voice – children's views on PE lessons.

	<p>encourage participation.</p> <p>Create a celebration of external sporting achievements on the Sports display board.</p> <p>Participate in 'Beat the Street' challenge.</p> <p>Set up morning 'Wake & Shake' in the KS2 playground.</p>	<p>Broaden the range of cross-school sports matches and participation in more Swindon School competitions.</p> <p>Apply for the Healthy School award.</p> <p>Increase participation in after school clubs.</p> <p>Encourage parents to walk children to school through a challenge.</p>		<p>Increased use of minibus for sports matches - £</p>		
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Questions to help consider curriculum quality:

Intent:

- 🌍 How far do school leaders consider the quality of the curriculum in each subject as a driver of progress?

Implementation:





- 🌍 How effectively do school leaders/teachers consider the content and sequence of the curriculum in each subject?

Impact










- 🌍 How well are pupils learning the content outlined in the curriculum?

Subject information up-to-date on school website: Yes No

Website information to include:

-  Vision
-  Coverage of key skills taught in each KS
-  How this subject is taught e.g. scheme of work used
-  Photographs evidencing learning that has taken place in the subject area

Areas to consider:

-  Is the vision for this subject known by all stakeholders? How do you know, do you have evidence to support this? Is the ethos for this subject clear? Does it fit with all learning styles and all groups of learners (PP, EAL, gender etc)? Does this subject allow for creativity and challenge? How is that shown/recorded/evidenced?
-  Are there a range of displays around the school for this subject? Have you got photographic evidence of these?
-  Do the governors know what the priorities are for this subject? How?
-  Are all children achieving age expected for this subject? How do you know? What does age expected look like for this subject? Are all groups of learners achieving age expected e.g. PP, EAL, gender? Is there evidence in the curriculum folder to support this?
-  Is there clear progression from one year group to another for this subject? Where is the evidence to support this?
-  Do all stakeholders know how this subject is taught? Is this clearly recorded?
-  What do the children think about this subject? What does learning in this subject look like to children?
-  Is there key vocabulary for this subject? Is it on display in relevant places?
-  Does the work in the children's book reflect termly planners? How is this known? Is there evidence to support monitoring of this? Does the work show links between lessons, where lessons build on from one another and a progression of skills being learnt?